Coastal Carolina University

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Fall 9-2012

CeTEAL News, September/October 2012

CeTEAL, Coastal Carolina University

CeTEAL News

Center for Teaching Excellence to Advance Learning

QEP Orientation

Training for the Quality Enhancement Plan program has been in great demand. Find out how to get "Q"ed.
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EXPERIENCED
COASTAL

Writing Circles

CeTEAL has started a program of Writing Circles to encourage and support faculty through the writing and publishing process. Read what other faculty are saying about Writing Circles, and find out how to get involved.
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No Guilt Book Clubs

Starting in mid-September, CeTEAL will be restarting its No Guilt Book Clubs after a summer hiatus. If you like to read (or even if you don't), join us for some lively book-related discussions.
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Quality Matters

Coastal Carolina University is now a Quality Matters institution. Find out how you can participate in the program.
Page 3

QM
Quality Matters

Training Catalog

Are you interested in training on a new technology, student retention strategy or innovative teaching technique? Chances are, CeTEAL has a session for that. Check out our new training catalog.
Page 4

Instructional Coach

CeTEAL is offering a new Instructional Coach certificate. Find out more about the program.
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Welcome!

CeTEAL is Your Center

Welcome to the CeTEAL Newsletter. CeTEAL is your center. We exist to help you improve your instruction, scholarship, distance learning, and leadership and service skills while integrating technology. In addition to our monthly emails, we will produce a newsletter filled with helpful hints and strategies you can use to make your lives as instructors much easier. We also offer an online catalog of training sessions for you to select from if there is something you would like to learn more about. Find a topic, and then let us know days of the week and times that would be most convenient for you. If there is a session you need immediately, let us know.

Faculty Spotlight: Dr. Caroline Knight
Caroline Knight, pictured here with a young scholar, is an assistant professor in the Spadoni College of Education **Page 2**.

We encourage everyone to visit our website (www.coastal.edu/ceteal). The website has several buttons on the left and tabs across the top to help you navigate information regarding our online and face-to-face sessions. Check out the "MyCeTEAL" tab to see the list of sessions you have registered to attend.

Our newsletter will provide you tips on our course management system (Blackboard Learn and for a few of you who are testing, Moodle). We will also highlight some of the Quality Matters Standards and best practices for distance learning courses. Each semester we offer No Guilt Book Clubs (you don't have to read to participate) and Writing Circles.

We will also highlight instructors from across campus; these instructors will share how they have integrated innovative teaching practices, strategies, assignments and/or projects in their classrooms. We invite instructors to let us know about exciting and/or innovative assignments or projects.

We hope you have a productive, exciting year teaching our students at Coastal!

Dodi Hodges, Director
*Center for Teaching Excellence to Advance Learning*
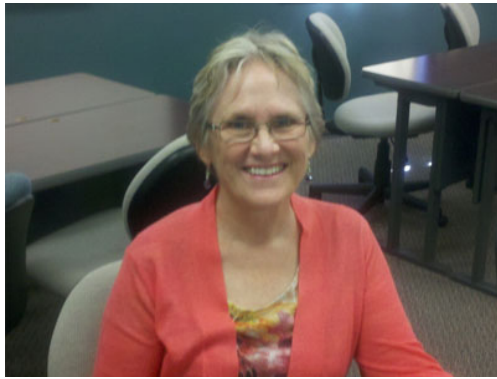
Caroline Knight

Faculty Spotlight: Caroline Knight

by Caroline Knight

This fall marks the beginning of my 16th year teaching undergraduate education students; I like to think that my teaching improves a little bit each year. The foundational theme of all the teacher preparation programs in the Spadoni College of Education is "The Educator as Reflective Practitioner." Each semester that I teach, I reflect on two important aspects of my own practice: the work that I am doing with my students and the work that I am doing within myself.

The strategies I use with my students are based on accepted best practices and on my own young adult memories of being bored in my college classes. I try to involve my undergraduate students in discussions and tasks involving partners and small groups. I use Writing to Learn strategies as a means of focusing attention and getting students to process new information. I also give students some choices: in supplemental reading materials, in topics for projects and in creative design decisions. In one of my courses, students choose from a list of supplemental texts and then choose the way in which they will respond to the text and present the content to their classmates. Some students have written speeches, poetry, persuasive essays or brochures for hypothetical workshops. In our social studies methods course, students write a reflective paper at the end of the course that is self-graded, based on criteria that we develop together as a class. Last semester, those self-graded papers were arguably the best set of undergraduate papers I have ever received.

I believe that reflecting on my own professional growth is just as important as designing my instruction and assessments. CeTEAL has given me many growth opportunities in the areas of technology, course design and writing. I try to continually expand my own understanding of diversity though university and community cultural
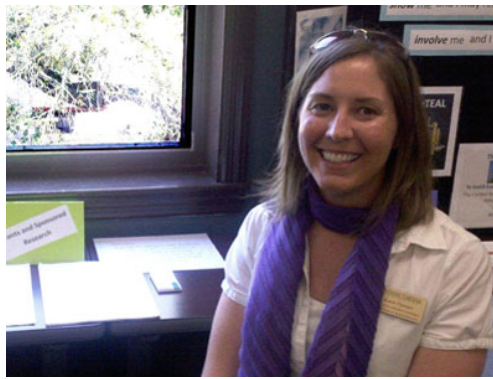
events. Because I encourage my students to be life-long learners, I have to push myself to practice what I'm preaching. I attempt to keep abreast of developments in the field of elementary education, and also to interact with elementary children on a regular basis; so I serve as a weekly volunteer literacy tutor with Freedom Readers, Inc. Keeping active in the field in that way ensures that I have fresh examples to share in my classroom and illuminates my own need for continuous learning.

CeTEAL partners with Office of Research Services

As part of its mission of faculty development, CeTEAL has partnered with the Office of Research services to support faculty as they seek grants and research funding.

Karen Fletcher, proposal development coordinator, from the Office of Research Services has offered several sessions with CeTEAL to assist faculty with the grant writing process. The grant proposal series includes such courses as the Basics of Writing a Successful Proposal, Finding Funding and Building a Budget. The most popular workshop is the Professional Grant Writing Circle. Participants in this four-week program commit to meeting weekly to work on writing a professional enhancement grant. A similar grant writing circle is planned for spring to help faculty write Assessment Grants. For more information contact ceteal@coastal.edu or email Karen Fletcher kfletch1@coastal.edu.

No Guilt Book Clubs

CeTEAL's Book Clubs are called "No Guilt" based on the idea of welcoming members to book discussions whether they have read the entire book, a few chapters or even less than a single page.

CeTEAL began a series of Book Clubs in spring 2012. We are continuing the program again this semester with some interesting new books, such as *Ready Player One* and *Why We*

Karen Fletcher

Get Fat. Although CeTEAL staffers choose the initial books for the semester, book club attendees can choose future books to discuss as the semester progresses.

CCU faculty member becomes QM Reviewer

The Quality Matters organization offers online training and certification for QM Peer Reviewers.

Nicholas Twigg from the Department of Management and Decision Sciences has qualified as a Quality Matters Peer Reviewer through the program's online certification process. As a peer reviewer, Twigg plans to work with other peer reviewers and faculty on our campus to expand the QM program.

Experience QEP Orientation/Training

CCU's Quality Enhancement Plan—developing experiential learning opportunities for students— is under way with classes and faculty getting "Q"ed as experiential learning expands on campus.

The Experienced@Coastal project is off to great start with a record number of attendees at the QEP Training and Assessment Workshops this summer. More QEP sessions are being offered this fall with the goal of helping faculty incorporate experiential learning opportunities into their classes.

In order to receive a "Q" designation for their classes, faculty must attend a one-time QEP Orientation training session and submit an application through the Experiential Learning Office. For more information on what it takes to get "Q"ed, contact the Experiential Learning Office in 123 Sands Hall at 843-349-6417 or visit the website: www.coastal.edu/academics/elo

Charmaine Tomczyk, Dodi Hodges

Quality Matters at Coastal Carolina

Quality Matters is a nationally recognized organization publishing a set of standards to ensure quality in distance education. Coastal Carolina University became a Quality Matters Institution in Fall 2011.

Imagine you are a new student dropped into the middle of a college campus with no idea how to find the resources necessary to begin your education. You have an idea of some of the basics you will need—textbooks, supplies, professors, classrooms—but how do you find them? On your own, you will eventually find most of the tools you need, but how much time will you waste wandering the campus? What important resources will you miss?

Students face this scenario every day in the environment of an online class. To a student—especially a student who is new to distance learning—navigating an online course and finding the necessary tools and resources may be a daunting experience. Of course most students will eventually find what they need, but how much time will be wasted, how much frustration will accumulate, how many students will give up and drop the class?

For a student coming to a new campus, we generally provide maps and directions, and class schedules with locations and professors. We tell students about the bookstore and where to find a meal. We orient the students to their environment. For students coming into a new online course, we should provide no less support as they navigate through the maze of course tools and content. But how best to provide the information they need?

General Standard 1.1 of the **Quality Matters Rubric** describes the necessity of adding information to an online course that will help students get started in the course and navigate through the course materials. When a course meets Standard 1.1, the students in the course will be better able to find information.

Quality Matters is a program designed to help faculty provide quality online courses containing all the resources students need to be successful. The Quality Matters Rubric contains a set of standards for quality online courses.

If you would like to learn more about how to participate in the Quality Matters program, contact ceteal@coastal.edu and ask about QM.

Writing Circles Promote Publication

Writing Circles have become one of the most popular programs offered by CeTEAL.

In March, CeTEAL began Writing Circles to help faculty with their scholarship and productivity. The first writing circle consisted of six participants who met once a week for 12 weeks. A Writing Circle 2 was held over the summer with six additional faculty members participating in the process. A writing circle is a community of colleagues who join together for the purpose of producing scholarly work and supporting one another through the process. CeTEAL's Writing Circle is based on Wendy Belcher's book "Writing Your Journal Article in 12 Weeks."

"The writing circle's motivation, support and structure allowed me to write more productively than ever before."

--Elizabeth Howie
Writing Circle member

Each week members review topics such as designing a writing plan, writing an abstract, selecting a journal, providing constructive feedback to colleagues and editing articles. The process starts with brainstorming an idea for publication and ideally ends with submitting an article to a journal. Through Writing Circles, participants have produced articles, conference proposals and conference presentations.

Caroline Knight of the Spadoni College of Education says, "I recently participated in the first writing circle in the CeTeal Center….My writing partner and I were able to complete a small research study, write and submit an article about the study, and submit two conference proposals to present our results. "

Amanda Brian, assistant professor of history, says "The Writing Circle really paid off for me: I was able to conduct research for a completely new topic AND write a rough draft of an 11,000-word journal article in 12 weeks. I have now submitted a polished version—that I edited using more techniques that I learned from the Writing Circle!—to a leading journal in my field. The experience reinvigorated my own research. I cannot recommend the Writing Circles more highly, and I feel personally grateful to Dodi Hodges, who ran the Writing Circle with enthusiasm, expertise, and, yes, a little tough love."

Elizabeth Howie, assistant professor of visual arts, says, "The writing circle's motivation, support and structure allowed me to write more productively than ever before. The writing techniques and strategies provided at the meetings made me feel much more confident as I worked to refine my argument. I highly recommend CeTEAL's Writing Circles."

Each writing circle session begins with an update from each participant detailing what they accomplished for the week and any barriers she or he encountered. The session continues with an overview of the topic for the week and concludes with a short time to write or research. The writing circle concept builds in accountability and helps faculty carve out time to devote to scholarship.

Knight says, "[The sessions] supplied us with valuable structure and information that helped us complete this process. The resources provided through face-to-face writing circle meetings, hand-outs, and modules on Blackboard were of consistently high quality. Feedback and encouragement from others in the group also helped us to complete our project. I would highly recommend writing circles to other faculty members."

As a result of the Writing Circles several spin-off series have started including an ABD (All But Dissertation) Circle, a Professional Grant Writing Circle and a Master Writing Circle.

TECH TIPS & UPDATES

Blackboard Testing Tips

Respondus Quiz Builder software has been renewed for another year. The new password for Respondus is available in the "ADMIN-Respondus" site in Blackboard. If you do not have this site listed with your courses in Blackboard, please email blackboard@coastal.edu.

Tip for using Respondus: On the Settings tab, under Other Settings, check the box for "Include this test in Gradebook Score Calculations" in order to include the test column in your grade calculations.

The **Blackboard Guide for Students** site: libguides.coastal.edu/studentbb includes resources such as **Test-Taking Tips** that can help students be successful using online course content. Add this link as a URL in your course to help remind students of available resources.

Tip for Testing in Blackboard: Set up a practice test in your course including two or three questions of the same type you will use in your tests. Allow students to take the practice test multiple times and encourage them to take the test before each real test in order to check their system.

For more **Tips for Delivering Tests**, visit the Blackboard Guide for Faculty site: libguides.coastal.edu/facultybb

### Moodle Tips and Updates

What is Moodle? Moodle is a course management system (similar to Blackboard) being piloted this semester by several CCU faculty members. More information on Moodle will be coming soon.

Moodle has Drag and Drop for adding files to your course. To take advantage of this time-saving function, first add the Drag and Drop block to your course, then proceed to drag files from your computer onto the topic/week sections of your course page.

Innovative Technology Tips

New "3 in 30" Training Series

Starting in October, CeTEAL will offer a new training series called "3 in 30" designed to introduce faculty to three examples of innovative technology in a quick 30-minute overview. Each session will include a quick demo of three technologies related to a single theme. Most of the technologies demonstrated will be free and easy to use.

To learn more, visit the CeTEAL training page in October.
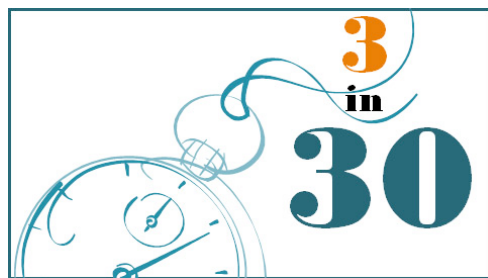
Screen Capture can be Free and Easy

Instructors often use screen capture as a way to demonstrate processes or present information to students in a realistic way. Screen capture software can be used to capture all activity on a computer screen and save it as a video file that can be replayed by students. For example, screen capture can be used to create tutorials or visual "lectures" by recording PowerPoint or web presentations.

Several basic screen capture programs are available for free download. Free programs generally have limited features and recording length, but are great for quick small-scale recordings.

Screen capture programs we have tried:

- **Jing** requires a small software download. (www.jingproject.com)
- **Screenr** can be used online with no download. (www.screenr.com)
- **Screencast-O-Matic** can be used online with no download. (www.screencast-o-matic.com)

CeTEAL Publishes Training Catalog

Yes, we DO have a session for that.

Over the summer, CeTEAL developed a new catalog of training sessions for 2012-13 with more than 100 courses that can be offered. The sessions are categorized under topics such as Teaching, Scholarship, Leadership and Service, Distance Learning, Quality Enhancement Plan/Experiential Learning, Grant Proposal Writing, Innovative Technology and many more.

Each session listed in the catalog includes a course title and description, and new sessions are added monthly. Faculty can use the catalog descriptions to find interesting new sessions or to supplement annual reports, promotion and tenure files and professional portfolios. If you wonder if we have a session for "that," check out our Catalog on the CeTEAL website.

Instructional Coach Certificate Offered

The Instructional Coach program is designed to help faculty inspire teaching effectiveness.

CeTEAL is offering a new certificate program through our center! The CCU Instructional Coach Certificate. An instructional coach will meet with a faculty member to discuss an observation of teaching. The Instructional Coach completes an observation, talks to the students in the class and then writes a report about the observation. This report includes strengths observed and recommendations or suggestions.

These reports are shared only with the director and assistant director of CeTEAL and the faculty member. Your work to improve student learning in your classes, based on feedback in the report, can be used to demonstrate teacher effectiveness in your portfolio. The reports are written using strength-based language (this is where you are today, the next step is…). Faculty are NOT being evaluated. These observations are used to assist faculty members in becoming better instructors.

The certificate is awarded after the Instructional Coach has completed the three sessions on becoming an Instructional Coach, participated in at least one Teaching Effectiveness session through CeTEAL, and completed two observations supervised by the director and/or the assistant director of CeTEAL.

CeTEAL Training Schedule

*The full CeTEAL training schedule can be found online at www.coastal.edu/ceteal.
Visit the website and login to register for the sessions below and many more.*

Teaching Effectiveness

Making Your Lectures
More Effective
Sept 14, 2:00 p.m.

Facilitating Effective
Discussion in the
Classroom
Sept 20, 1:40 p.m.

Classroom Management:
Dealing With the Eight
Most Annoying Behaviors
Sept 27, 1:40 p.m.

Faculty Development

Building a Professional
Portfolio
Oct 4, 3:05 p.m.

Student Retention

Using Blackboard Grade
Center to Track Borderline
Grades
Sept 12, 1:00 p.m.

Using Online Discussions
to Build Rapport
Sept 18, 1:40 p.m.

Using Blackboard Course
Reports and Statistics
Tracking
Sept 19, 2:00 p.m.

Using Adaptive Release
and Student Testing
Accommodations
Sept 26, 1:00 p.m.

New Faculty

Collegiality/Faculty
Ombuds and Sexual
Harassment
Sept 18, 4:30 p.m.

FERPA and Grades
Oct 4, 4:00 p.m.

University Policies and
Grievance Procedures
Oct 16, 4:30 p.m.

Who to Call: Making
Student Referrals
Oct 31, 4:00 p.m.

No Guilt Book Clubs

Why We Get Fat
by Gary Taubes
Sept 25, 4:00 p.m.

Ready Player One
by Ernest Cline
Sept 13, 3:05 p.m.

My Freshman Year
by Rebekah Nathan
Sept 14, 4:00 p.m.

*Start Where You Are, But
Don't Stay There*
by H. Richard Milner IV
Oct 12, 4:00 p.m.

Faculty Scholarship

Contact CeTEAL to learn
about Writing Circles, ABD
Circles, and Grant Writing

Online Sessions

Blackboard Learn Basics

Blackboard Learn:
Communication Tools

Narrated PowerPoints

Blackboard Learn: Grade
Center

Course Design for
Distance Learning

> Register for these sessions and more at
> www.coastal.edu/ceteal

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CeTEAL Advisory Committee

*The CeTEAL Advisory Board meets quarterly to review
CeTEAL activities, plans and policies. The members are
active participants in assisting the center with teaching,
scholarship and leadership sessions, seminars, and such
events as New Faculty Orientation and New Faculty
Seminar Series.*

Louis Keiner — College of Sciences
Margaret Fain — Library
Jeremy Dickerson — College of Education
Elizabeth Howie — College of Humanities and Fine Arts
Marvin Keene — College of Business
Denise Davis — University College
Gabrielle Wirth — CCU Student

CeTEAL Online Resources

www.coastal.edu/ceteal

www.coastal.edu/blackboard